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ABSTRACT

A comprehensive national plan is needed to reverse the declining enrollment and employment of blacks in higher education. Over the last decade, government policies such as cuts in financial aid and the erosion of Head Start, child care, and other programs that benefit the poor have contributed to the negatives trends in minority enrollment. In addition, the inhospitable climate of many college campuses, the small number of black faculty members, and the eurocentric focus of curricula have contributed to the flight of blacks from college. To counteract these trends and conditions, seven issues must be addressed: access to higher education, cultural diversity, racism, research, systematized networking, the effects of institutional policies, and leadership and mentoring. The Borough of Manhattan Community College (BMCC) has been acting upon these issues in a number of ways: (1) the college works with city, state, and community organizations to address a diverse array of community needs through its continuing education program; (2) BMCC developed an innovative family day care network which trains men and women to operate licensed programs in their own homes; (3) a Pre-Freshman Immersion Program provides intensive instruction in reading, math, and writing, as well as tutoring and counseling to high school graduates who have been admitted to BMCC; (4) junior high and high school students are brought to campus for extra preparation in math and science; (5) articulation with four-year colleges is an institutional priority; (6) the business sector has been approached as a source of alternative financial aid funding; and (7) the college has implemented a number of efforts to enhance pluralism and diversity. (ALB)

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REMARKS BY

PRESIDENT AUGUSTA SOUZA KAPPNER

AT THE

1989 AACJC CONVENTION

FORUM

"LEADERSHIP TOWARDS EMPOWERMENT:

THE NATIONAL AGENDA FOR BLACKS IN THE 21st CENTURY"

THURSDAY, MARCH 30, 1989

2:30 - 3:45 PM

WASHINGTON, D.C.

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GOOD AFTERNOON. I WOULD LIKE TO THANK DR. CAROLYN WILLIAMS FOR INVITING ME TO PARTICIPATE IN TODAY'S FORUM TO DISCUSS THE CONTINUING AGENDA ON BLACKS IN THE EDUCATION PIPELINE. I COMMEND THE NATIONAL COUNCIL ON BLACK AMERICAN AFFAIRS FOR OUTLINING A PROMISING AGENDA TO REVERSE THE NEGATIVE TRENDS AND TO IMPROVE EDUCATIONAL OPPORTUNITIES FOR BLACKS AS WE MOVE INTO THE TWENTY-FIRST CENTURY. TODAY'S TOPIC, "LEADERSHIP TOWARDS EMPOWERMENT: THE NATIONAL AGENDA FOR BLACKS IN THE 21ST CENTURY" IS AN IMPORTANT AND NECESSARY ONE -- AND COMMUNITY COLLEGE LEADERS HAVE A SIGNIFICANT ROLE TO PLAY.

BLACKS IN EDUCATION HAVE BEEN THE FOCUS OF NATIONAL DEBATE; SCHOOL DROP OUT RATES AT THE JUNIOR HIGH, HIGH SCHOOL AND COLLEGE LEVELS HAVE REACHED CRISIS PROPORTIONS; ENROLLMENT AT THE GRADUATE AND UNDERGRADUATE LEVELS HAS SERIOUSLY DECLINED; AND UNDERREPRESENTION IN FACULTY AND KEY ADMINISTRATIVE RANKS IN COLLEGES AND UNIVERSITIES ACROSS THE NATION OF COURSE IS COMMON; AT THE SAME TIME, ILLITERACY, TEENAGE PREGNANCY, HIGH INFANT MORTALITY, UNEMPLOYMENT AND UNDEREMPLOYMENT IS SHATTERING THE FUTURE OF MANY OF THE COMMUNITIES BLACK STUDENTS COME FROM. JUST RECENTLY ONE OF THE LEAD STORIES ON THE FRONT PAGE OF THE NEW YORK TIMES HIGHLIGHTED THE ALMOST "DISAPPEARANCE" OF BLACK MEN IN COLLEGES AND UNIVERSITIES, LEADING TO A FRIGHTENING GAP IN THE SOCIAL AND ECONOMIC STATUS OF BLACK MEN AND WOMEN. AS PRESIDENT BUSH SAID AT LUNCH THERE ARE NO EXPENDABLE STUDENTS.

WE ARE AT THE POINT WHEN A COMPREHENSIVE NATIONAL PLAN OF ACTION IS ESSENTIAL TO ROLL BACK THESE NEGATIVE TRENDS, TO BRING A GENERATION OF PEOPLE BACK INTO THE EDUCATION PIPELINE AND ULTIMATELY BACK INTO THE ECONOMIC AND SOCIAL MAINSTREAM. A REVERSAL OF THESE TRENDS CAN ONLY BE ACCOMPLISHED BY HAVING THE FULL PARTICIPATION AND COMMITMENT OF GOVERNMENT AND THE ACADEMIC COMMUNITY. WHY DOES THIS PROBLEM COMMAND FEDERAL ACTION?

THE INCREASINGLY COMPLEX SOCIETY OF THE TWENTY-FIRST CENTURY WILL DEMAND A COMPLETE UTILIZATION OF THE BRAIN POWER OF ALL ITS CITIZENS TO HELP SOLVE COMPLEX PROBLEMS OF THE ENVIRONMENT, SOLVING NEW CHALLENGES IN HEALTH CARE, PROVIDING AND DISTRIBUTING ADEQUATE HOUSING AND FOOD, MAINTAINING AN INFRASTRUCTURE FOR AGRICULTURE, INDUSTRY, TRANSPORTATION AND COMMUNICATION -- ALL REQUIRE SOLUTIONS MORE COMPLEX AND MORE INGENIOUS THAN THOSE CURRENTLY REQUIRED TODAY.

BESIDES EACH OF OUR CONCERNS FOR EQUITY AND JUSTICE IT IS A SIMPLE FACT THAT BLACKS AND IMMIGRANTS ARE AMONG THE FASTEST GROWING GROUPS IN THIS NATION, AND IN THE WORK FORCE; IF THE UNITED STATES IS TO MAINTAIN A STRONG ECONOMIC EDGE IN A COMPETITIVE WORLD, IT CANNOT IGNORE THE EDUCATION NEEDS OF A SIZEABLE NUMBER OF ITS CITIZENRY. OUR NATION WILL BE A RISK UNLESS A COMPREHENSIVE, LONG RANGE PLAN, INVOLVING GOVERNMENT AND EDUCATORS IS DEVELOPED AND IMPLEMENTED.

HISTORY HAS TAUGHT US THAT GOVERNMENT ACTION OR INACTION CAN MAKE A SIGNIFICANT DIFFERENCE. JUST AS POSITIVE GOVERNMENT AND LEGISLATIVE ACTIONS DURING THE CIVIL RIGHTS MOVEMENT OF THE 1960's, AND THE ESTABLISHMENT OF MANY COMMUNITY COLLEGES IN URBAN AREAS IN THE 60's INCREASED ENROLLMENT OF BLACKS IN HIGHER EDUCATION, THE LACK OF GOVERNMENT ACTION IN THE '80's HAS REDUCED SOME OF THE GAINS.

FOR MORE THAN FOUR DECADES PARTNERSHIP BETWEEN HIGHER EDUCATION AND GOVERNMENT PRODUCED A POWERFUL VEHICLE FOR EXPANDING EDUCATIONAL OPPORTUNITIES. FINANCIAL AID PROGRAMS SUPPORTED BY GOVERNMENT TRANSFORMED COLLEGES AND UNIVERSITIES ACROSS THE NATION AND CREATED MORE DIVERSITY IN LEADERSHIP IN OUR SOCIETY. YET AS THE TWENTY-FIRST CENTURY APPROACHES AND HIGHLY EDUCATED, SKILLED INDIVIDUALS ARE IN EVEN GREATER DEMAND, BLACKS ARE LOSING GROUND IN THE EDUCATION PIPELINE.

(PAUSE)

OVER THE LAST DECADE, THE FEDERAL GOVERNMENT HAS SHOWN A SHOCKING DISREGARD FOR EDUCATION. THE REAGAN ADMINISTRATION, WHILE PLEDGING TO THE PRINCIPLE THAT "AN EDUCATED PEOPLE IS AN ESSENTIAL NATIONAL RESOURCE," A NUMBER OF POLICY ACTIONS HAVE PREVENTED LOW INCOME STUDENTS FROM TAKING ADVANTAGE OF HIGHER EDUCATION. MOST OF YOU HERE ARE ALL TOO FAMILIAR WITH THIS. FINANCIAL ASSISTANCE TO STUDENTS HAVE BEEN REDUCED DRASTICALLY AND GREATER EMPHASIS HAS BEEN PLACED ON STUDENT LOANS RATHER THAN GRANTS, WHICH POSES SERIOUS FINANCIAL PROBLEMS FOR BLACK STUDENTS WITH LIMITED INCOME. IT IS ESTIMATED THAT HALF OF COLLEGE BOUND BLACK STUDENTS COME FROM FAMILIES WITH INCOME LESS THAN $12,000.

THE AMERICAN COUNCIL ON EDUCATION HAS SHOWN THAT COLLEGE ENROLLMENT FOR FAMILIES FALLING IN THIS INCOME CATEGORY (BOTH BLACK AND WHITE) DECREASED 16.8 PERCENT BETWEEN 1978 AND 1982, AND FOR BLACKS THAT FIGURE DROPPED 30 PERCENT. MOREOVER, THE CURRENT LEVEL OF STUDENT AID HAS NOT KEPT PACE WITH THE COST OF COLLEGE. BETWEEN 1980-1988 THE PROPORTION OF ENTERING FRESHMEN RECEIVING PELL GRANTS DECLINED MORE THAN HALF FROM 31.5 TO 15.6 PERCENT.

INCREASINGLY, DURING THE '80s THERE HAS BEEN A GROWING BURDEN OF DEBT AS MORE STUDENTS ARE FORCED TO TAKE LOANS THAT ARE DIFFICULT TO REPAY. THE PROSPECT OF LARGE LOAN DEBTS DETER MINORITY AND OTHER LOW INCOME STUDENTS FROM GOING ON TO COLLEGE. I AGREE WITH BOB ATWELL, PRESIDENT OF THE AMERICAN COUNCIL ON EDUCATION, THAT "LOW INCOME, HIGH RISK STUDENTS SHOULD RECEIVE FEDERAL, STATE, AND INSTITUTIONAL GRANTS, AND JOBS THAT WOULD COVER THEIR FULL COST OF ATTENDANCE (AT LEAST FOR THE FIRST TWO YEARS). THESE STUDENTS REQUIRE AN EXTRA BOOST AS A MATTER OF NATIONAL POLICY." (UNQUOTE) (AS WE LISTENED TO THE EDUCATION PRESIDENT AT LUNCH TIME I HAD HOPED TO HEAR MORE - I HAD HOPED FOR EXAMPLE TO HEAR OPPOSITION TO TYING FINANCIAL AID TO COMMUNITY SERVICE.)

LIKE EDUCATION, THE REAGAN ADMINISTRATION HAS ERODED OTHER PROGRAMS THAT HAVE BENEFITTED THE POOR -- CHILD CARE, HEAD START, HEALTH AND NUTRITION, AND HOUSING -- ALL OF WHICH HAVE SOME NEGATIVE OUTCOMES FOR EDUCATION.

BUT GOVERNMENT POLICIES ARE NOT SOLELY RESPONSIBLE FOR THE OVERALL DECLINE OF BLACKS IN HIGHER EDUCATION.

THE INHOSPITABLE CLIMATE ON MANY COLLEGE CAMPUSES HAS ALSO CONTRIBUTED TO THE FLIGHT OF BLACKS FROM MAJOR EDUCATION INSTITUTIONS. THERE HAS BEEN AN INCREASE IN THE NUMBER AND FREQUENCY OF RACIAL INCIDENTS ON CAMPUSES ACROSS THE NATION. CLEARLY THE "CHILLY CAMPUS CLIMATE OF THE 1980's" ENCOURAGES CERTAIN FLAGRANT RACIST BEHAVIOR ON CAMPUSES; THOUGHTS AND ATTITUDES THAT WOULD HAVE REMAINED LOCKED INSIDE HAVE BEEN ACTED OUT AND ACTED UPON. IN ADDITION, MANY CAMPUSES HAVE TOO FEW MINORITY FACULTY AND ADMINISTRATORS WHO CAN SERVE AS ROLE MODELS TO STUDENTS. I RECENTLY SPOKE AT A SMALL LIBERAL ARTS COLLEGE IN MASSACHUSETT WHERE THERE WAS STILL NO PERMANENT BLACK PERSON ON THE FACULTY AND THIS WAS IN THE TOWN WHERE W.E. DUBOIS WAS BORN! THIS FACULTY PROBLEM CAN, IN PART, BE TRACED BACK TO THE LACK OF CIVIL RIGHTS AND AFFIRMATIVE ACTION ENFORCEMENT DURING THE REAGAN YEARS. WE SHOULD REMEMBER IT IS NOT JUST BLACK STUDENTS WHO ARE DISADVANTAGED BY THE LACK OF BLACK FACULTY AND ADMINISTRATORS, BUT ALL STUDENTS ARE DEPRIVED OF THE DIVERSITY OF ROLE MODELS THAT EXIST IN OUR SOCIETY.

DESPITE THE GROWING DIVERSITY OF OUR SOCIETY AND EVEN THE DIVERSITY OF STUDENTS IN SOME SETTINGS, CURRICULA HAVE NOT INCORPORATED BY AND LARGE, THE CONTRIBUTIONS OF THE NON-WHITE WORLD. THE TOTALLY EUROCENTRIC CURRICULUM WHICH EXISTS IN MANY COLLEGES IS NOT ONLY A SOURCE OF DISCOMFORT FOR BLACK STUDENTS BUT IT IS A HANDICAPPING EXPERIENCE FOR ALL STUDENTS AS AMERICANS INCREASINGLY CONFRONT THE NEED TO KNOW AND EXPERIENCE THE REST OF THE WORLD. THIS IS PARTICULARLY TRUE AS THE UNITED STATES CAN NO LONGER DENY THE GLOBAL ECONOMY AND THE IMPORTANCE OF OTHER COUNTRIES IN BUSINESS AND COMMERCE.

(PAUSE)

AS COMMUNITY COLLEGE LEADERS WE OF COURSE ALL FIRMLY BELIEVE THAT EDUCATION STILL REMAINS THE MAJOR AVENUE TO SUCCESS AND SELF-SUFFICIENCY ESPECIALLY FOR BLACKS, AND WE ARE HERE TO REAFFIRM AND MOVE THIS AGENDA FORWARD. THE SEVEN POINT AGENDA OUTLINED BY THE NATIONAL COUNCIL ON BLACK AMERICAN AFFAIRS TO FIGHT THE LOSSES IN AFFIRMATIVE ACTION ARE NATURAL AGENDAS TO REVERSE THE EFFECTS OF REAGONOMICS. ANY PLAN TO RETURN BLACKS TO THE EDUCATION PIPELINE MUST INCLUDE THESE SEVEN AREAS:

1. ACCESS TO HIGHER EDUCATION - THROUGH RECRUITMENT, ADMISSIONS, TESTING, ARTICULATION, FINACIAL AID.

2. CULTURAL DIVERSITY - WORKING TOWARD SENSITIVITY AND ACCEPTANCE OF DIFFERENCES; HAVING AN UNDERSTANDING OF DIVERSITY, FACULTY AND STAFF DEVELOPMENT, INFUSION OF DIVERSITY INTO THE CURRICULUM.

3. RACISM -- THE REDUCTION OF PREJUDICE, RECLAIMING ETHNIC PRIDE, LEADERSHIP TO EXAMINE AND COMBAT RACISM.

4. RESEARCH -- DOCUMENTING EXISTING PRACTICES AND DOCUMENTING EFFORTS AT WORK TO IMPROVE RECRUITMENT, RETENTION OF BOTH STUDENTS AND FACULTY.

5. SYSTEMATIZED NETWORKING - RECRUITING OF BLACKS TO PARTICIPATE IN ALL LEVELS OF EDUCATIONAL MANAGEMENT, SERVING ON BOARDS OF TRUSTEES, IN STATE POSITIONS, IN ACCREDITING ROLES THAT MAKE A DIFFERENCE.

6. POLICY ISSUES -- EXPLORING INSTITUTIONAL/POLICIES -- LOCAL AND NATIONAL -- THAT AFFECT POSITIVELY OR NEGATIVELY ON BLACK STUDENTS, FACULTY AND STAFF (EXAMPLE IS THE LEGISLATIVE INITIATIVE TO TIE FINACIAL AID TO COMMUNITY SERVICE).

7. LEADERSHIP AND MENTORING - PROVIDING FACULTY DEVELOPMENT OPPORTUNITIES FOR BLACK FACULTY AND STAFF.

THESE SEVEN AGENDA ITEMS OF NCBAA CONSTITUTE A FULL AGENDA NEEDS TO BE ADDRESSED AT THE NATIONAL, LOCAL, INSTITUTIONAL AND EVEN INDIVIDUAL LEVEL.

AS THE NEW FEDERALISM LEAVES ITS MARK ON ALL OF OUR INSTITUTIONS IT BECOMES EVEN MORE CRUCIAL FOR COMMUNITY COLLEGES TO BOLDLY ACT ON THE COUNCIL'S AGENDA.

AS THE FEDERAL GOVERNMENT WITHDRAWS MONEY AND SUPPORT FOR MEANINGFUL ACADEMIC AND SUPPORT SERVICES FOR COLLEGE STUDENTS, COMMUNITY COLLEGES HAVE COME TO RELY EVEN MORE ON THE STATE AND CITY TO HELP SHAPE PUBLIC POLICY.

I WOULD LIKE TO BRIEFLY SHARE WITH YOU HOW BOROUGH OF MANHATTAN COMMUNITY COLLEGE HAS BEEN COPING WITH THE EFFECTS OF REAGONOMICS AND HOW WE ARE MOVING FORWARD ON SOME OF THE AGENDAS WHICH ARE OF NATIONAL CONCERN FOR THE 1990's AND BEYOND.

THIS NEW FEDERALISM HAS LEFT ITS MARK ON HIGHER EDUCATION THROUGHOUT THE COUNTRY, PARTICULARLY ON PROGRAMS DESIGNED FOR ECONOMIC DEVELOPMENT, JOB TRAINING AND CHILD CARE WHICH NOW RECEIVES MORE OF THEIR DIRECTION AND MONEY FROM NON-FEDERAL SOURCES.

ONE OF THE OUTCOMES OF THE NEW FEDERALISM HAS BEEN AN INCREASED ROLE FOR COMMUNITY COLLEGES IN "PICKING UP THE PIECES" LOCALLY. FOR EXAMPLE, WE HAVE BEEN COPING WITH THESE CUTS BY WORKING WITH CITY AGENCIES, STATE ECONOMIC DEVELOPMENT DEPARTMENTS, LOCAL UNIONS AND NON-PROFIT ORGANIZATIONS; OFFERING ACADEMIC PROGRAMS THROUGH CONTINUING EDUCATION DEPARTMENT TO HELP MEET A DIVERSE ARRAY OF COMMUNITY NEEDS RANGING FROM ENCOURAGING PEOPLE TO START THEIR OWN CHILD CARE, TO TRAINING UNEMPLOYED FILM EDITORS TO MASTER HIGHLY SPECIALIZED VIDEO TAPE TECHNIQUES.

CHILD CARE, FOR EXAMPLE AS YOU WELL KNOW, IS ONE OF THE MAJOR CHALLENGES OF THE 1980s AND THIS PROBLEM IS AN ACUTE ONE FOR SINGLE MOTHERS IN COLLEGE WHO CANNOT AFFORD CARE UNLESS IT IS SUBSIDIZED. THE COLLEGE DEVELOPED THE INNOVATIVE FAMILY DAY CARE NETWORK WHICH TRAINS MEN AND WOMEN TO OPERATE THEIR OWN LICENSED PROGRAM IN THEIR HOMES AND AT THE SAME TIME FILLING A MAMMOTH NEED FOR CHILD CARE. THE COLLEGE WORKS IN PARTNERSHIP WITH THE BUSINESS COMMUNITY -- AMERICAN EXPRESS AND A NON-PROFIT ORGANIZATION -- CHILD CARE INC. -- TO DEVELOP THIS INNOVATIVE MODEL. AS FEDERAL DOLLARS DWINDLE, THE COLLEGE HAS EVEN STEPPED INTO PROVIDING TRAINING FOR WORKERS WHO MAINTAIN THE CITY'S SUBWAYS, AND ADVISE MANAGERS AND MEDICAL STAFF OF THE CITY HOSPITALS. THESE ORGANIZATIONS JUST DON'T HAVE THE FEDERALLY SUBSIDIZED PROGRAMS PROVIDING MONEY TO TRAIN THEIR OWN STAFF ANY LONGER.

OTHER SUCH PROGRAMS THE COLLEGE HAS FILLED IN, WITH FUNDS FROM THE STATE, ARE ECONOMIC DEVELOPMENT EFFORTS SUCH AS A PROGRAM WHICH TRAINS WOMEN AND MINORITY OWNERS OF CONSTRUCTION COMPANIES TO SUCCESSFULLY BID, READ BLUEPRINTS, ACCOUNT FOR TAXES AND TO WORK WITH THE CITY'S BUREAUCRACY. ALONG WITH THESE PROGRAMS, WE HAVE BEEN TRAINING AND RETRAINING PEOPLE TO REDUCE THE PROBLEM OF JOB DISLOCATION. (THE PROFESSIONAL VIDEO TRAINING PROGRAM IS ONE SUCH PROGRAM WHICH RETRAINS WORKERS IN THE MOVIE INDUSTRY TO BE VERSED IN VIDEO PRODUCTION.) WHILE THESE ACTIVITIES ARE ALL CLEARLY WITHIN THE MISSION OF THE COMMUNITY COLLEGE, THE INCREASED ACTIVITY IN THIS AREA IN PART HAS BEEN IN RESPONSE TO A DECREASING FEDERAL ROLE.

COMMUNITY COLLEGES SHOULD BE LEADING THE WAY FOR THE HIGHER EDUCATION SECTOR IN THESE AGENDAS. COMMUNITY COLLEGE LEADERS AND EDUCATORS HAVE A TREMENDOUS RESPONSIBILITY. MORE THAN HALF OF ALL MINORITY STUDENTS IN COLLEGE ARE ENROLLED IN THE COMMUNITY COLLEGES ACROSS THIS NATION.

I WOULD LIKE TO SHARE WITH YOU SOME PRACTICAL WAYS IN WHICH MY COLLEGE HAS BEGUN TO ADDRESS SOME OF THE AGENDA ITEMS OUTLINED BY THE COUNCIL. THE AGENDA FOR THE YEAR 2000 -- TO RECRUIT AND RETAIN STUDENTS, TO DEVELOP AFFIRMATIVE ACTION POLICIES THAT ARE SENSITIVE TO BLACKS, WOMEN AND OTHER MINORITIES AND TO ADDRESS THE WHOLE QUESTION OF PLURALISM AND DIVERSITY.

ALTHOUGH THE FIRST STRATEGY IS ALWAYS ACCESS, IT IS NOT ENOUGH TO RECRUIT STUDENTS; IT IS EQUALLY AS IMPORTANT TO RETAIN THEM AND DEVELOP OPPORTUNITIES TO HELP THEM TRANSFER SUCCESSFULLY ON TO FOUR-YEAR COLLEGES. ONE PROGRAM MODEL THAT WE AT BMCC HAVE SUCCESSFULLY ADOPTED AS PART OF OUR OVERALL RETENTION STRATEGY IS THE PRE-FRESHMAN IMMERSION PROGRAM. THE PROGRAM BEGAN THREE YEARS AGO ENROLLING 70 STUDENTS IN THE FIRST YEAR, 703 STUDENTS IN THE SECOND YEAR AND OVER 1,282 IN THE THIRD YEAR. STUDENTS WHO ARE ALREADY ADMITTED ARE ENROLLED IN A SIX WEEK/FOUR DAY A WEEK INTENSIVE READING, MATHEMATICS, INTENSIVE WRITING, AS WELL AS ENGLISH-AS-A-SECOND LANGUAGE AND PROVIDES INTENSIVE INSTRUCTION, TUTORING AND COUNSELING. THE PROGRAM IS PART OF AN OVERALL CITY UNIVERSITY STRATEGY AND HAS SERVED AS THE MODEL PROGRAM FOR OTHER COLLEGES AND UNIVERSITIES. THE PROGRAM OPERATES AT LEAST FOUR HOURS A DAY DURING THE DAY AND EVENING -- WHICH IS QUITE A SACRIFICE FOR STUDENT, MANY OF WHOM WORK TO SUPPORT THEMSELVES.

THE PROGRAM RECOGNIZES THE LOW LEVEL OF BASIC SKILL COMPETENCY AMONG MANY STUDENTS LEAVING HIGH SCHOOL; THE THEORY IS THAT IF STUDENTS CAN IMPROVE THEIR BASIC SKILLS THEY ARE LIKELY TO MOVE ON FASTER IN THEIR REGULAR COLLEGE COURSES AND WILL BE MOTIVATED TO STAY IN SCHOOL.

ANY IMPORTANT PART OF ANY RETENTION STRATEGY IS RESEARCH, AND PRELIMINARY DATA HAVE SHOWN THAT THE PROGRAM IS WORKING. IN 1988, 92 PERCENT OF THOSE STUDENTS WHO PARTICIPATED IN THE PROGRAM COMPLETED THE PROGRAM. OF THOSE PARTICIPANTS 93 PERCENT WERE ADMITTED TO BMCC AND BEGAN CLASS IN FALL '88. THIS NUMBER IS GREATER THAN THE USUAL 65 PERCENT OF COMMUNITY COLLEGE STUDENTS WHO ENTER COMMUNITY COLLEGE AFTER GAINING ADMISSION. THE DATA ALSO FOUND THAT THE SUMMER PROGRAM STUDENTS WERE RETAINED FROM FIRST YEAR TO SECOND YEAR AT RATES OF 8 PERCENT - 18 PERCENT HIGHER THAN THEIR COUNTERPARTS DEPENDING ON THE SKILL LEVEL THEY ENTERED WITH. UNIVERSITYWIDE DATA ALSO TELLS US THAT STUDENTS IN THE PROGRAM EARNED GREATER NUMBERS OF CREDIT IN THEIR FIRST YEAR THAN THOSE WHO DID NOT PARTICIPATE.

THE PRE-FRESHMAN SUMMER IMMERSION PROGRAM HAS SHOWN THAT IF STUDENTS ARE GIVEN THE OPPORTUNITY TO GET TO KNOW COLLEGE BEFORE THEY BEGIN -- THIS CAN BE AN IMPORTANT FACTOR TO THEIR SUCCESS. OTHER FACTORS WHICH CONTRIBUTE TO STUDENTS SUCCESS ARE SMALL CLASS SIZES -- LIMITED TO 15. FREE BOOKS AND FINANCIAL HELP WITH TRANSPORTATION COSTS, TEACHING ASSISTANTS ASSIGNED TO HELP PROFESSORS IN EACH CLASS, TUTORS, SOME OF WHOM ARE BMCC GRADUATES, AND CHILD CARE FOR STUDENTS WITH YOUNG CHILDREN. WE HAVE ALSO BEGUN TO MAKE THIS PROGRAM AVAILABLE TO FRESHMEN STUDENTS ENTERING THE COLLEGE DURING THE SPRING, AS WELL AS FOR FIRST SEMESTER FRESHMEN WITH REMEDIAL OBLIGATIONS. SO WE NOW HAVE BOTH INTENSIVE SUMMER AND INTERSESSION PROGRAMS IN PLACE AND OUR RETENTION IS IMPROVING.

THIS PROGRAM IS MAKING A POWERFUL CONTRIBUTION TO RETENTION STRATEGIES NATIONWIDE. EFFORTS ARE BEING MADE AT THE COLLEGE TO INTEGRATE THE SUCCESSFUL PIECES OF THIS PROGRAM INTO OUR REGULAR PROGRAM AT THE COLLEGE.

COLLABORATIVE PROGRAMS ARE ANOTHER AREA IN WHICH WE CAN IMPACT ON ACCESS AND RETENTION. IN ADDITION TO SOLID BASIC SKILLS DEVELOPMENT ONCE STUDENTS ARE WITH US, COLLEGES AND UNIVERSITIES MUST WORK COLLABORATIVELY WITH JUNIOR HIGH AND HIGH SCHOOLS TO REDUCE THE DROPOUT RATE. AT BMCC, FOR EXAMPLE, JUNIOR HIGH AND HIGH SCHOOL STUDENTS ARE BROUGHT TO THE COLLEGE CAMPUS FOR EXTRA PREPARATION IN MATH AND SCIENCE, BASIC SKILLS REMEDIATION AND MENTORING PROGRAMS IN OUR PRE-SCIENCE INSTITUTE.

TO FURTHER IMPROVE ACCESS TO HIGHER EDUCATION, THOSE OF US WHO WORK IN THE COMMUNITY COLLEGES KNOW THE IMPORTANCE OF ESTABLISHING EFFECTIVE ARTICULATION AGREEMENTS WITH FOUR-YEAR INSTITUTIONS. IT MEANS THAT COMMON CALENDARS, COMMON COURSES, SOLID ADVISING, TRANSFER AGREEMENTS WHICH CAN FACILITATE AND BALANCE RETENTION MUST BE DEVELOPED. WE MAKE ARTICULATION WITH FOUR-YEAR COLLEGES A MATTER OF INSTITUTIONAL PRIORITY SO THEY MAY CONSIDER US AS RICH RESOURCES FOR POTENTIAL STUDENTS.

ALTHOUGH THE MAJORITY OF OUR STUDENTS TRANSFER TO CITY UNIVERSITY FOUR-YEAR SISTER COLLEGES -- MORE AND MORE ARE TRANSFERRING TO PRIVATE COLLEGES SUCH AS VASSAR, BOSTON UNIVERSITY, AMHERST, ETC. WE HAVE WORKED OUT AGREEMENTS WITH VASSAR WHEREBY OUR STUDENTS ENROLL IN RESEARCH PROJECTS DURING THE SUMMER AND ULTIMATELY ENROLL AS FULL-TIME STUDENTS DURING THE REGULAR ACADEMIC YEAR. A SIMILAR OPPORTUNITY IS BEING EXPLORED TO HAVE BMCC FACULTY TEAM TEACH WITH THE FACULTY AT VASSAR.

(PAUSE)

WHILE WE CONTINUE TO LOBBY FOR GREATER FEDERAL FINANCIAL AID SUPPORT, OUR NATIONAL AGENDA FOR THE TWENTY-FIRST CENTURY MUST ALSO INCLUDE OUTREACH TO THE BUSINESS SECTOR, TO FILL THE GAP. WITH FEWER AND FEWER FINANCIAL AID DOLLARS AVAILABLE TO STUDENTS, WE MUST HELP STUDENTS FIND WAYS TO REMOVE FINANCIAL BARRIERS WHICH PREVENT THEM FROM FINISHING COLLEGE. IN THIS REGARD BMCC HAS ENGAGED IN AGGRESSIVE OUTREACH TO THE BUSINESS COMMUNITY TO RAISE SCHOLARSHIP FUNDS AND EVENTUALLY PROGRAM DOLLARS. SURROUNDED BY WALL STREET GIANTS SUCH AS MERRILL LYNCH, AMERICAN EXPRESS, ETC., THE COLLEGE ESTABLISHED THE BMCC FUND WHICH IS COMPRISED OF MEMBERS OF THE BUSINESS COMMUNITY WHOSE PRIMARY GOAL IS TO RAISE SCHOLARSHIP FOR STUDENTS WHO WOULD NOT OTHERWISE BE ABLE TO COMPLETE THEIR EDUCATION WITHOUT THIS SUPPORT.

(PAUSE)

A NATIONAL AGENDA FOR THE 21ST CENTURY WOULD NOT BE COMPLETE WITHOUT INITIATIVES TO ENHANCE PLURALISM AND DIVERSITY. THE DEMOGRAPHIC CHANGES NOW TAKING PLACE IN THE UNITED STATES WILL SIGNIFICANTLY CHANGE THE WAY GROUPS RELATE TO EACH OTHER. THE RECENT RISE IN RACIAL VIOLENCE ON COLLEGE CAMPUSES IS ONE EXAMPLE. WITH THE CONTINUED EFFORT TO ASSIMILATE, THE VALUE OF CULTURAL DIVERSITY AND AN APPRECIATION FOR DIFFERENCES IS OFTEN MINIMIZED. COMMUNITY COLLEGES HAVE A MAJOR ROLE TO PLAY IN BRINGING ABOUT A BETTER RESPONSE TO CHANGE IN THE SOCIETY. EACH COLLEGE MUST DEVELOP PLURALISM AND ANTI-RACISM EFFORTS TO GIVE ALL RACES AN OPPORTUNITY TO LEARN FROM EACH OTHER AND TO CELEBRATE THEIR DIVERSITY. THEY SHOULD BE COORDINATED INTO THE CURRICULUM AND INTO CO-CURRICULAR ACTIVITIES.

PLURALISM AND DIVERSITY INITIATIVES ARE ESSENTIAL FOR BMCC AS THE COLLEGE REFLECTS THE DIVERSITY OF THE CITY AND, IN SOME WAYS, THE RACIAL TENSION OF THIS CITY. WHILE OUR STUDENT POPULATION HAS CHANGED DRAMATICALLY, AND REFLECTS NEW YORK CITY'S CHANGING DEMOGRAPHICS -- 57 PERCENT BLACK, 30 PERCENT HISPANIC, 8 PERCENT ASIAN AMERICANS -- THE FACULTY AT BMCC IS PREDOMINANTLY WHITE AND OLDER.

INSTITUTIONAL LEADERSHIP MUST REVERSE THE NEGATIVE AFFIRMATIVE ACTION TRENDS OF THE 1980's BY EMBRACING DIVERSITY. THE GOAL IS TO ENSURE REPRESENTATION OF BLACKS, HISPANICS AND WOMEN IN ALL LEVELS OF DECISION-MAKING. MANY TIMES THESE DECISIONS ARE UNPOPULAR BUT IT BECOMES THE RESPONSIBILITY OF THE PRESIDENT TO SET THE STAGE FOR CHANGE. WHEN I FIRST ARRIVED AT BOROUGH OF MANHATTAN COMMUNITY COLLEGE IN 1986, ONE OF MY FIRST ACTIONS WAS AN UNPOPULAR AFFIRMATIVE ACTION DECISION; THE COLLEGE WAS FORTUNATE TO HAVE SEVERAL OPENINGS FOR NEW FACULTY. SEVERAL DEPARTMENTS RECOMMENDED ONLY WHITE AND/OR ONLY MALE FACULTY FOR APPOINTMENT. I TURNED DOWN THE APPOINTMENTS, AND REQUESTED THAT A NEW SEARCH BE CONDUCTED WITH AN EYE TOWARD RECRUITING GREATER NUMBERS OF BLACKS, HISPANICS AND WOMEN. THIS ACTION ENABLED US TO HIRE SEVERAL BLACK, HISPANIC AND FEMALE FACULTY WHO WOULD NOT HAVE OTHERWISE COME THE THE COLLEGE.

AS LEADERS, WE MUST BE BOLD IN OUR OUTLOOK AND SET THE TONE FOR OUR INSTITUTIONS. PRESIDENTS HAVE A STRONG ROLE IN ESTABLISHING A MANAGERIAL TEAM WHICH REFLECTS THE DIVERSITY OF THE STUDENT POPULATION. OF THE FIFTEEN MEMBERS OF MY CABINET, EIGHT ARE BLACK, TWO ARE HISPANIC, FIVE ARE WHITE AND SIX ARE WOMEN. NOW MANY OF YOU WILL SAY - BUT THAT'S NEW YORK - IT'S EASY TO FIND THOSE FOLKS. IN FACT, I HAD TO GO OUT OF STATE TO FIND SOME OF THE FOLKS.

BMCC HAS TAKEN ON DEVELOPING AN INSTITUTIONAL APPROACH TO PLURALISM AND DIVERSITY. THE GOAL OF DEVELOPING PLANS AND MECHANISMS TO PROMOTE PLURALISM IS, AT BMCC, A CABINET LEVEL RESPONSIBILITY, UTILIZING THE TALENTS AND RESOURCES OF ALL THE COLLEGE'S MAJOR ADMINISTRATORS. ELEMENTS OF THE PLAN HAVE BEEN MADE AND ARE A PART OF THE GOALS AND RESPONSIBILITIES OF THE VARIOUS DEANS, AND ARE BROUGHT TO THE CABINET FOR MONTHLY DISCUSSION AND REVIEW. IN ADDITION TO SPECIFIC GOALS THAT HAVE BEEN SET BY EACH OF THE AREAS, WE HAVE BROUGHT IN A TEAM OF EXPERTS FROM THE AMERICAN INSTITUTE FOR PLURALISM TO WORK WITH TEAMS OF STUDENTS, FACULTY AND STAFF, AND THE CABINET TO DEVELOP AN INSTITUTIONAL PLAN FOR CONFLICT RESOLUTION AND PREJUDICE REDUCTION.

I WOULD LIKE TO SHARE WITH YOU SOME OF THE GOALS THAT EACH DEPARTMENT AT THE COLLEGE HAS TO ENHANCE PLURALISM.

OFFICE OF THE PRESIDENT WILL:

1. CONTINUE TO MAKE AFFIRMATIVE ACTION A HIGH PRIORITY IN THE RECRUITMENT, HIRING, AND PROMOTION OF FACULTY AND STAFF. THE AFFIRMATIVE ACTION OFFICER REPORTS DIRECTLY TO THE PRESIDENT, AND IS A MEMBER OF THE CABINET. DURING THE YEAR, THE AFFIRMATIVE ACTION OFFICER WILL BE STRENGTHENING THE COLLEGE'S AFFIRMATIVE ACTION COMMITTEE AND INCREASING ITS VISIBILITY ON CAMPUS. HE WILL BE SERVING AS AN ACTIVE RESOURCE TO DEPARTMENTAL PERSONNEL AND BUDGET COMMITTEES, AND DEPARTMENTAL CHAIRPERSONS.

A SUBCOMMITTEE OF THE AFFIRMATIVE ACTION COMMITTEE WILL BE DEVELOPING PLANS FOR A CAMPUS-WIDE INTERNATIONAL DAY TO PROMOTE CROSS CULTURAL COMMUNICATION.

2. CONTINUE TO SUPPORT THE CELEBRATION OF PLURALISM AND DIVERSITY THROUGH ROLE OF THE ETHNIC AND WOMEN'S HISTORY MONTH. THE PLANNING AND SPONSORSHIP OF EDUCATIONAL, CULTURAL AND SOCIAL EVENTS FOR HISPANIC HERITAGE MONTH, BLACK HISTORY MONTH, WOMEN'S HISTORY MONTH, AND WILL DESIGNATE AND STAFF APRIL AS ASIAN-AMERICAN HISTORY MONTH ARE STAFF FROM THE PRESIDENT'S OFFICE. THE GOAL OF USING THESE CO-CURRICULAR ACTIVITIES (EASY ITEMS) IS TO INFLUENCE THE FACULTY AND THE COLLEGE'S CURRICULUM.

3. THE PERFORMING ARTS CENTER WILL CONTINUE TO SERVE AS A MAJOR CULTURAL RESOURCE FOR OUR STUDENTS, FACULTY, STAFF AND THE COMMUNITY. IT'S INTERNATIONAL AND MULTI-CULTURAL FOCUS WILL BE CONTINUED, SUPPORTED, AND RELATED TO THE CURRICULUM.

4. THE COLLEGE 504 COMMITTEE WILL BE REVIEWED AND RECONSTITUTED WITH A FOCUS ON ASSISTING THE COLLEGE TO NOT ONLY ASSURE PHYSICAL ACCESS BUT TO ALSO UTILIZE THE GUIDELINES FOR PROGRAMMATIC ACCESS CONTAINED IN REASONABLE ACCOMODATIONS. DEFINING ACCESS AS NOT JUST PHYSICAL BUT USING THE RECOMMENDATIONS DEVELOPED BY OUR UNION AS A GUIDE FOR CLASSROOM.

5. THE PRESIDENT, WITH THE CABINET, WILL CONSIDER THE IMPLEMENTATION OF A YEAR LONG COLLEGE-WIDE PROGRAM DESIGNED TO FOSTER CROSS CULTURAL UNDERSTANDING AND POSITIVE INTER-GROUP RELATIONS.

6. THE PRESIDENT, THROUGH HER SERVICE ON SUCH BOARDS AS THE AMERICAN COUNCIL ON EDUCATION'S COMMISSION ON WOMEN IN HIGHER EDUCATION, THE URBAN COALITION AND OTHERS, WILL CONTINUE TO WORK ON LOCAL AND NATIONAL AGENDAS WHICH STRENGTHEN THE CLIMATE OF COOPERATION AND RESPECT FOR DIVERSITY.

OFFICE OF THE DEAN OF ACADEMIC AFFAIRS WILL:

1. MEET WITH INDIVIDUAL ACADEMIC DEPARTMENTS TO ENCOURAGE PROGRAMS AND ACTIVITIES WHICH ENHANCE UNDERSTANDING AND RESPECT FOR DIVERSITY.

2. ESTABLISH A DEAN'S COMMITTEE ON "ENHANCING PLURALISM AND DIVERSITY IN THE CURRICULUM." THIS COMMITTEE WILL ENCOURAGE THE DEVELOPMENT OF APPROPRIATE INTER-DISCIPLINARY COURSES, TEAM-TEACHING EFFORTS, AND OTHER CURRICULAR INITIATIVES TO FURTHER ITS OBJECTIVES.

3. CONTINUE TO SPONSOR AND ENCOURAGE FACULTY DEVELOPMENT OPPORTUNITIES WHICH STRENGTHEN THE SKILLS AND KNOWLEDGE OF THE BMCC FACULTY, AND SUPPORT LEADERSHIP DEVELOPMENT OF DIVERSE FACULTY. THE COLLEGE HAS DEVELOPED A FACULTY DEVELOPMENT INITIATIVE - ABD TO Ph.D. - TO ASSIST MINORITIES AND WOMEN TO COMPLETE THEIR DISSERTATION.

4. SEEK TO ENCOURAGE GREATER FACULTY PARTICIPATION AND CURRICULAR INVOLVEMENT IN OUR HISTORY AND HERITAGE MONTHS.

OFFICE OF THE DEAN OF STUDENTS WILL:

1. CONTINUE TO OFFER, AND IMPROVE, SUPPORT SERVICES DESIGNED TO MEET THE NEEDS OF A DIVERSE AND CULTURALLY RICH STUDENT POPULATION.

2. AS OPENINGS PERMIT, RECRUIT ADDITIONAL SPANISH, CHINESE, MULTI-LINGUAL COUNSELING STAFF.

3. THROUGH ITS MANDATED FRESHMAN ORIENTATION COURSE, SEEK TO ENCOURAGE AND SUPPORT THE RESPECT FOR DIVERSITY THAT IS A HALLMARK OF THE COLLEGE AND THE UNIVERSITY.

4. CONTINUE TO SPONSOR PROGRAMS THROUGH ITS OFFICE OF STUDENT ACTIVITIES SUCH AS CLUB FAIRS, WHICH HIGHLIGHT THE TALENTS, CONTRIBUTIONS, AND COOPERATION OF OUR MULTI-CULTURAL STUDENT BODY.

5. CONTINUE TO MONITOR PHYSICAL AND PROGRAMMATIC ACCESS FOR OUR DISABLED STUDENTS THROUGH ITS OFFICE OF SERVICES TO THE DISABLED. THE OFFICE WILL ALSO WORK WITH THE ACADEMIC DIVISION, THROUGH SUCH FACULTY INITIATIVES AS THE "COMMITTEE ON THE ATYPICAL LEARNER," TO STRENGTHEN ACCESS FOR STUDENTS WITH DISABILITIES.

THE OFFICE OF ADULT AND CONTINUING EDUCATION WILL:

1. CONTINUE TO REACH OUT PROGRAMMATICALLY TO THE MANY COMMUNITIES THE COLLEGE SERVES. IT WILL ALSO SEEK PUBLIC AND PRIVATE FUNDS THAT ENABLE US TO SERVE A WIDE RANGE OF COMMUNITIES AND PEOPLE, AND WILL CONTINUE TO BE A MAJOR VEHICLE FOR THE COLLEGE TO SERVE THE SPECIAL NEEDS OF MANY SPECIAL POPULATIONS.

THE OFFICE OF COLLEGE AND COMMUNITY RELATIONS WILL:

1. CONTINUE TO SERVE AS LIAISON TO A DIVERSITY OF COMMUNITY GROUPS AND TO FOSTER APPROPRIATE LINKS BETWEEN THE COLLEGE AND THESE COMMUNITIES. SUCH LINKS RANGE FROM COMMUNITY USE OF THE RECREATIONAL FACILITIES, THROUGH CO-SPONSORING OF EDUCATIONAL EVENTS, TO NEW COURSE OFFERINGS IN ADULT AND CONTINUING EDUCATION AND AT THE EDUCATIONAL OPPORTUNITY CENTER.

2. CONTINUE, THROUGH THE ACTIVITIES AND PROGRAMS OF THE EOC, TO FOSTER ACCESS TO HIGHER EDUCATION FOR THE HARLEM COMMUNITY.

(PAUSE)

100 PERCENT AMERICAN

HIS FOOD AND DRINK ARE PLACED BEFORE HIM IN POTTERY VESSELS THE POPULAR NAME OF WHICH - CHINA - IS EVIDENCE OF THEIR ORIGIN. HIS FORK IS A MEDIEVAL ITALIAN INVENTION AND HIS SPOON A COPY OF A ROMAN ORIGINAL. HE WILL USUALLY BEGIN THE MEAL WITH COFFEE - AN ABYSSINIAN PLANT FIRST DISCOVERED BY THE ARABS....BREAKFAST OVER - HE SETTLES BACK TO INHALE THE FUMES OF A CIGARETTE INVENTED IN MEXICO, OR A CIGAR INVENTED IN BRAZIL. MEANWHILE, HE READS THE NEWS OF THE DAY, IMPRINTED IN CHARACTERS INVENTED BY THE ANCIENT SEMITES BY A PROCESS INVENTED IN GERMANY, UPON A MATERIAL INVENTED IN CHINA. AS HE SCANS THE LATEST EDITORIAL POINTING OUT THE DIRE RESULTS TO OUR INSTITUTIONS OF ACCEPTING FOREIGN IDEAS, HE WILL NOT FAIL TO THANK A HEBREW GOD/IN AN INDOEUROPEAN LANGUAGE/THAT HE IS ONE HUNDRED PERCENT DECIMAL SYSTEM INVENTED BY THE GREEKS AMERICAN/FROM AMERICAS VESPUCCI, ITALIAN GEOGRAPHER.

BLACKS, LIKE ALL OTHER ETHNIC GROUPS, HAVE A DEFINITIVE ROLE TO PLAY IN A PLURALISTIC SOCIETY. WE ARE ALL 100 PERCENT AMERICANS INSPITE OF OUR ETHNIC AND RACIAL DIVERSITY.

ALL OF US WHO OCCUPY POSITIONS OF AUTHORITY ARE ROLE MODELS.

FINALLY, AS I GO ABOUT THE BUSINESS OF LEADING A LARGE COLLEGE OF NEARLY 13,000 STUDENTS AND OVER 1,000 FACULTY AND STAFF, I AM KEENLY AWARE OF MYSELF AS A ROLE MODEL FOR BLACKS AND OTHER MINORITY GROUPS AS WELL.

SEVERAL WEEKS AGO THE MAYOR'S ADOPT-A-CLASS OF JUNIOR HIGH SCHOOL STUDENTS FROM THE SOUTH BRONX SPENT THE DAY AT THE COLLEGE, AND NO DOUBT THE FIRST TIME THEY WERE MEETING A COLLEGE PRESIDENT...WHAT WAS IMPORTANT TO THEM WAS THAT I WAS BORN AND RAISED IN THE SOUTH BRONX AND THAT WAS WHAT THEY WERE ABLE TO IDENTIFY WITH. JUST RECENTLY I WAS HONORED BY THE ASIAN AMERICANS FOR EQUALITY AND THIS BROUGHT HOME TO ME THE ROLE MODEL I AM FOR OTHER ETHNIC GROUPS AS WELL. AS THE DEMOGRAPHICS CHANGE, THE MAJORITY CULTURE ALSO NEEDS TO HAVE THE BENEFITS MINORITY ROLE MODELS IN AUTHORITY. THEREFORE, WE MUST MAKE A CONCERTED EFFORT TO SIT ON BOARDS, SERVE AS TRUSTEES, ON ACCREDITING TEAMS AND IN PROFESSIONAL ORGANIZATIONS.

SO THESE AGENDAS THAT WE HAVE BEEN DISCUSSING AT NCBAA ARE NOT ONLY AGENDAS FOR THE NATIONAL GOVERNMENT, THEY ARE AGENDAS FOR EVERY LEVEL, ESPECIALLY FOR OUR OWN INSTITUTIONS - AND EVEN FOR US AS INDIVIDUALS.

I WILL STOP HERE AND ENTERTAIN QUESTIONS.

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